

Comprehensive Progress Report

Mission:

To provide educational services that meet and exceed our customer's needs and expectations, allowing us to prosper as a district and community.

Goals:

Our goal is for All Forrest City Jr. High School students:

1. To be Ready or Exceeding on the ACT Aspire.
2. To have a collective attendance rate of minimum 95%
3. To obtain a minimum growth of 10 points on the ACT Aspire assessment
4. Every student will be introduced to the AVID model and WICOR strategies



Activity in the last 12 months

! = Past Due Actions

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team is currently developing a plan to implement data from classroom walk-through and formal/informal observations to show patterns of professional practice. The leadership team will disaggregate student performance data by subgroups to determine teacher professional development in order to address specific student needs.	Limited Development 10/05/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The leadership team will regularly review school performance data and aggregated classroom observation data and use this data to make decisions about professional development needs as well as school improvement.	Objective Met 03/28/17	Carlos Fuller	05/31/2017
Action(s)	Created Date				
1	10/25/16	The leadership team will disaggregate student performance data by subgroups to determine teacher professional development in order to address specific student needs.	Complete 03/10/2017	Carlos Fuller	05/26/2017
<i>Notes:</i> Data meeting dates were October 10, December 21, February 17, January 5, and March 7, 9, and 10.					
2	10/25/16	Once data is disaggregated we will determine students in need of pullouts and additional support.	Complete 03/10/2017	Carlos Fuller	05/26/2017
<i>Notes:</i> Students were identified according to classroom and interim assessments to determine students needing remediation and enrichment which will be provided through after school tutorials, Saturday Academy and classroom targeted groups.					
3	10/25/16	As a result of disaggregating the data, professional development needs will be determined.	Complete 03/10/2017	Carlos Fuller	05/26/2017
<i>Notes:</i> Professional development occurred October 10, December 21, January 5, February 17, March 7, 9, and 10. District leadership team provided professional development for specific content teachers on January 23 and 25.					
<i>Implementation:</i>			03/28/2017		

Evidence	3/28/2017 *Sign in sheets *Agendas				
Experience	3/28/2017 Throughout the school year the leadership team discussed various ways of meeting proficiency due to concentrated efforts we saw gains in various areas, but we were also aware of challenges we had to address.				
Sustainability	3/28/2017 To continue disaggregating data and determining professional development needs. Once professional development is provided, we follow through with walkthroughs, informal / formal observations.				
	ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Math instructional team meets every Monday and Wednesday for a minimum of 45 minutes. ELA instructional team meets every Tuesday and Thursday for a minimum of 45 minutes. Science instructional team meets every Wednesday for a minimum of 45 minutes. These instructional teams also meet quarterly for 4-6 hours of planning.		Limited Development 12/01/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When it is fully met, the Forrest City Junior High instructional teams will align Go Math, Expeditionary Learning, and Next Generation Science Standards to ACT Aspire reporting categories, modes, and tasks. Instructional teams will examine their efforts to see what effect they are having on student achievement and learning.		Objective Met 03/28/17	Carlos Fuller	05/31/2017
Action(s)	Created Date				
1	12/1/16	Schedule meeting times for each ACT Aspire assessed subject areas.	Complete 10/14/2016	Felicia Kelly	05/31/2017
		<i>Notes:</i> Meeting dates for ELA are Tuesdays and Thursdays. Math dates for meetings are Mondays and Wednesdays. Science holds meetings every other Wednesday.			
2	12/1/16	Instructional teams are required to have agendas and sign in sheets.	Complete 03/28/2017	Felicia Kelly	05/31/2017

		<p><i>Notes:</i> All instructional team meetings are held once-a-week or twice-a-week. The instructional teams also meet one day each quarter for planning. Each member of the meeting signs a sign-in sheet and receives a copy of the meeting agenda. Those meeting agendas include, but are not limited to; celebrations, data disaggregation, data interpretation, reviewing standards, upcoming events, next steps, etc. and are kept on file.</p>			
3	12/1/16	Instructional teams will meet at least twice a month.	Complete 03/28/2017	Carlos Fuller	05/31/2017
		<p><i>Notes:</i> Sign-in sheets, agendas, and meeting minutes are kept on file to verify that the instructional teams are meeting once-a-week, twice-a-week, and/or one day a quarter.</p>			
Implementation:			03/28/2017		
Evidence		<p>3/28/2017 sign in sheets, agendas, minutes, and email</p>			
Experience		<p>3/28/2017 There was not deviation with the original plan with ELA. In mathematics, teachers met once a week individually with the external provider. Science continued to meet twice a month rotating planning periods due to a lack of a common planning period.</p>			
Sustainability		<p>3/28/2017 Continue to modify and adjust through the conclusion of the year.</p>			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
!	IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal celebrated effective teaching by selecting teacher of the month. Other celebrations related to school successes have been limited.	Limited Development 04/04/2013		
<i>How it will look when fully met:</i>		All teachers and students will be publicly celebrated for school successes especially those tied to student learning outcomes.		Reginald Murphy	05/31/2015
Action(s)	Created Date		5 of 8 (62%)		
1	4/4/13	An honor board will be displayed in the front of the school to celebrate students making perfect attendance, honor roll, and principal's list.	Complete 01/31/2013	Counselors	05/30/2013
		<i>Notes:</i> Counselors posted Perfect Attendance, Honor Roll, and Principal's List students on the Honor Board. The Math Facilitator decorated it to give it appeal to onlookers.			
2	4/4/13	Student of the Week (2) will be selected by each teacher and posted in their classroom.	Complete 05/31/2013	John Anderson	05/30/2013
		<i>Notes:</i> Student of the week was selected by teachers evidenced by focus walks.			
3	4/4/13	Student of the Week participation will be logged via classroom drop ins.	Complete 05/30/2014	Core Team	05/30/2014
		<i>Notes:</i> Core Team selected a weekly success as a topic of the meeting every week. See minutes.			
4	4/4/13	Privilege cards are authorized as an incentive for students with acceptable attendance, behavior, grades and other criteria.	Complete 05/01/2013	Reginald Murphy	05/31/2014
		<i>Notes:</i> Privilege cards have been utilized for 2012-2013 and proved successful. Students receiving the cards got extra incentives like, field trips, uniform passes, ect. The Privilege Card system is being utilized for the 2013-2014 school year.			
5	4/4/13	Teacher of the month is selected by principal to celebrate effective teaching.		Reginald Murphy	05/31/2015
		<i>Notes:</i> Mr. Murphy has selected teacher of the month for the remainder of the year. The art teacher made a display in the main office to recognize the effort of these outstanding teachers.			
6	4/4/13	Students will be celebrated for giving acceptable effort during Benchmark exams.		John Anderson	05/31/2015

Notes: Students were given multiple opportunities to have fun activities during Benchmark Week. All students that performed according to the benchmark rubric were celebrated.					
7	4/4/13	The number of student celebrations will be calculated monthly to determine IMO progress. A graph will be utilized to document the number of celebrations.		Mitzi Blake	05/31/2015
Notes:					
8	10/9/13	Students achieving Proficient and/or Advanced in Literacy and Math status on the Benchmark Exam are awarded a field trip in the fall.	Complete 10/08/2013	Reginald Murphy	10/31/2013
Notes: Proficient and Advanced students were treated to the State Fair in Little Rock.					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assessing student learning frequently with standards-based assessments			
	IID09	Instructional Teams use student learning data to plan instruction.(107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Instructional teams meet weekly or bi-weekly to review data from interim and/or classroom assessments. Data is used to determine students in need of extra support. Support is given via pullouts, after school tutoring, and Saturday Academy.	Limited Development 11/30/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Instructional teams will continue to meet and plan collaboratively to make decisions about the needs of students. Instructional strategies indicate progressive growth with each classroom/interim assessment. Data will be used to refine and adjust instructional practices based on individual student needs.	Objective Met 03/28/17	Carlos Fuller	05/31/2017
Action(s)	Created Date				
1	12/1/16	Math, ELA, and science instructional teams will continue to meet weekly or biweekly. This will be documented with sign in sheets and agendas.	Complete 03/28/2017	Carlos Fuller	05/31/2017
Notes:					
2	12/1/16	Formal and/or informal assessments will continue to be analyzed during weekly or biweekly planning meetings.	Complete 03/28/2017	Claire Dearing	05/31/2017
Notes: As assessments are conducted, teams analyze data based on reporting categories, modes, sample and problem tasks.					

3	12/1/16	District interim assessment data will continue to be analyzed during quarterly data days. Data days are October 10, December 21, and February 17. In addition, school wide data assessment days will be on March 15, 16, and 17.	Complete 03/16/2017	Claire Dearing	05/31/2017
		<i>Notes:</i> Data day was held October 10, 2016.			
4	12/13/16	Professional day on January 5 will be devoted to data analysis on all interim assessments/classroom assessments.	Complete 01/06/2017	Carlos Fuller	01/06/2017
		<i>Notes:</i> Teachers returned from the holiday break for a professional development day on Thursday, January 5, 2017. Teachers met in their subject-areas to ...			
Implementation:			03/28/2017		
Evidence	3/28/2017	analytic, lesson plans, classroom observations, list of students receiving interventions			
Experience	3/28/2017	Teachers were diligent in analyzing and implementing as they planned and delivered classroom instruction. Teachers spend a great deal of time breaking down data to determine individual student needs.			
Sustainability	3/28/2017	Teachers are cognizant of the need and the impact of reteaching based on the data. Teachers must continue to address points of confusion in order to clear up misconceptions this is often done in small group instruction.			